

Are we making progress on the six goals of House Bill 1?

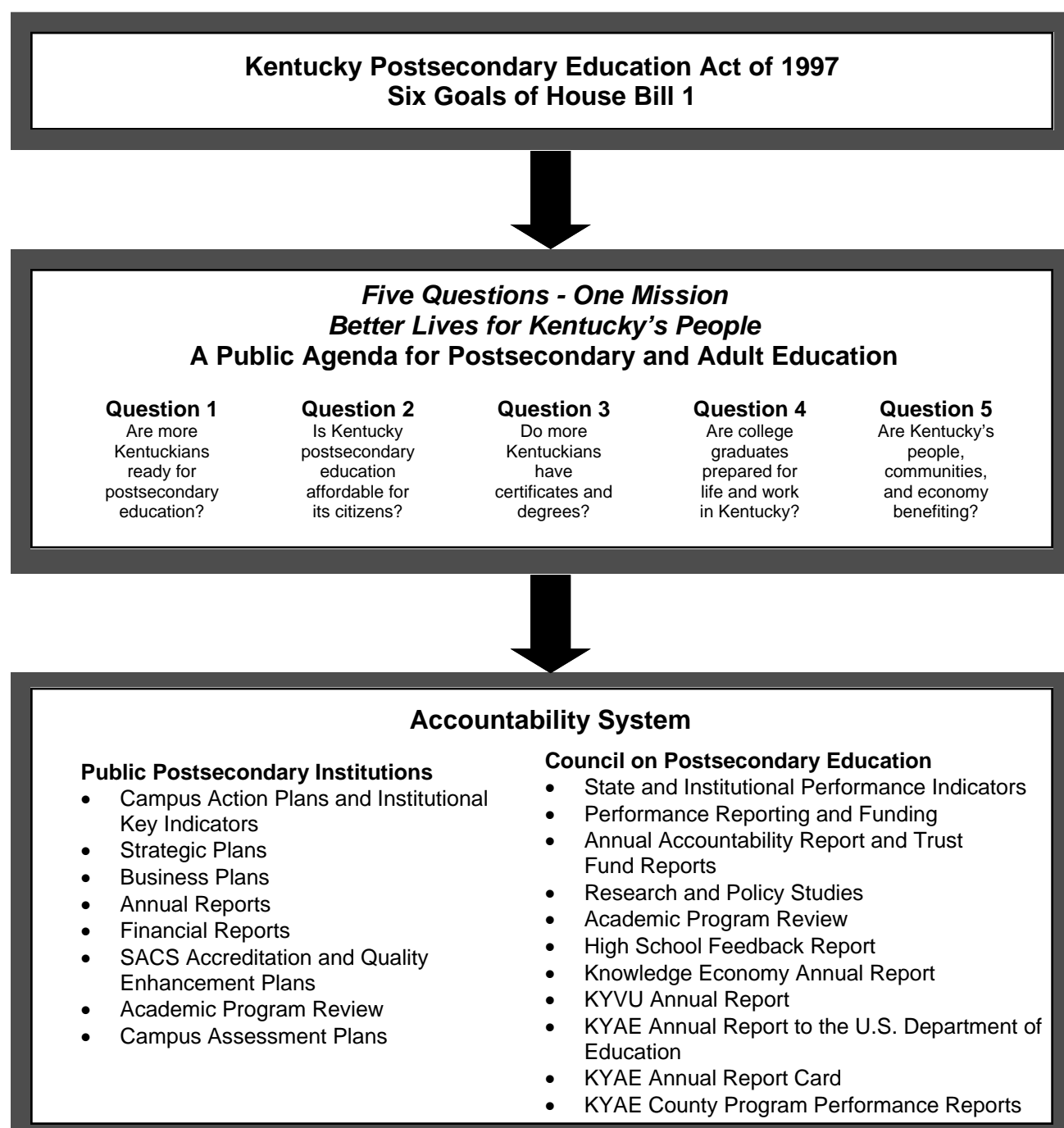


- HB 1 and the Public Agenda
- Six Goals of HB 1

In the *Kentucky Postsecondary Education Improvement Act of 1997* (House Bill 1), the General Assembly declared on behalf of the people of the Commonwealth six primary, long-term goals to be achieved by the year 2020. However, HB 1 also called on the Council on Postsecondary Education to adopt a strategic agenda that identifies specific short-term objectives in furtherance of the HB 1 2020 goals. This strategic agenda, commonly known as the Public Agenda, was updated by the Council in 2005, and its five questions are highlighted below.

To track progress and performance on the five questions of the Public Agenda and the six goals of HB 1, the Council uses an accountability system that incorporates key state and institutional indicators, a new performance funding system, campus action plans, and various accountability reports in addition to institutional systems already in place.

In order to clarify the connection between HB 1 and the Public Agenda, a series of tables are included on the following pages that map the various components of HB 1 to specific Public Agenda questions.



HB 1 Goals 1 and 6

Goal 1: A seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life.

Goal 6: An efficient, responsive, and coordinated system of autonomous institutions that delivers educational services to citizens in quantities and of a quality that is comparable to the national average.

In contrast to Goals 2 through 5 of HB 1, which focus on specific institutions, Goals 1 and 6 focus on the postsecondary system as a whole. The following table outlines the Council's current and future initiatives (discussed at length earlier in this report), which are designed to achieve the components of Goals 1 and 6. The third column highlights the specific link to one or more of the five questions of the Public Agenda.

Component of Goal 1 or 6	Progress toward Goal 1 and Goal 6	Link to Public Agenda
A seamless, integrated system of postsecondary education	P-16 Councils (state and local) Distance education (KYVU/KYVL, DLAC, UCAN) Advanced Placement and dual credit Kentucky Early Mathematics Testing Program GEAR UP Kentucky Adult education Developmental (remedial) education Transfer agreements	Q1. These initiatives help smooth student transition from high school, GED programs, or KCTCS institutions to baccalaureate programs and thus relate to student preparation
Strategically planned	Public Agenda Campus Action Plans State and institution indicators Institution business plans 2020 projections Council policy groups Institute for Effective Governance	The Public Agenda and its component parts fulfill this mandate for a strategically planned system
Adequately funded	Benchmark funding model Funding distribution methodology New tuition policy Past appropriations Funding gap Affordability study	Q2. These initiatives relate to maintaining the affordability of postsecondary education, since the amount of funding the system receives affects tuition rates and other factors influencing students' ability to pay
Enhancing economic development and quality of life	Research and development Civic engagement STEM degrees Business start-ups Faculty involvement (stewardship) "Bucks for Brains" Endowment Match Program HB 572 Knowledge Economy Programs	Q5. These initiatives promote the personal, community, and economic benefits of postsecondary education
Efficient, responsive, and coordinated system	Performance funding (production and efficiency) NSSE consortium Measuring Up and student learning measures Collaborative initiatives (state and institutional)	Q4. These initiatives ultimately ensure—through incentives to promote effective institutional behavior (i.e., cooperation, efficiency, and responsiveness to the public's need for accountability)—that postsecondary graduates receive a quality education
Educational services in quantities and quality comparable to national average	ACT indicators and initiatives Advanced Placement indicators and initiatives Undergraduate and adult education enrollment indicators Initiatives to increase enrollment (GoHigherKy.org, College Access initiative) Kentucky Plan for Equal Opportunities Responsive Ph.D. initiative	Q3. These initiatives or indicators revolve around increasing enrollment and degree production to a level comparable to the rest of the nation

THE FIVE QUESTIONS

Q1. Are more Kentuckians ready for postsecondary education?
Q2. Is Kentucky postsecondary education affordable for its citizens?

Q3. Do more Kentuckians have certificates and degrees?
Q4. Are college graduates prepared for life and work in Kentucky?
Q5. Are Kentucky's people, communities, and economy benefiting?

HB 1 Goal 2

Goal 2: A major comprehensive research institution ranked nationally in the top twenty (20) public universities at the University of Kentucky.

In 2004-05, UK initiated a comprehensive planning process to develop a Top 20 Business Plan clearly linked to the goals of HB 1. The plan defines what it means to be a research institution ranked nationally in the top 20 public universities and establishes a simple, but sound, methodology for tracking progress toward the 2020 goal. Additionally, the plan provides straightforward strategies to promote success and a long-term financial plan identifying investments and funding sources needed. The Top 20 Business Plan was finalized and approved by UK's Board of Trustees December 13, 2005.

While the Top 20 Business Plan provides a roadmap for the difficult work to be accomplished, it also provides insight into progress made since the passage of HB 1. Specific connections to the Public Agenda are noted in the second column. Rankings provided in the table below refer to results of the composite score ranking model developed for the Top 20 Business Plan.

Progress toward Goal 2 of HB 1	Link to Public Agenda
UK enrolled 18,732 undergraduates in fall 2005, an increase of 9.9 percent since 1997 and 1.3 percent compared to last year.	Q3. Increased enrollment is needed to increase degree production
UK awarded 3,285 bachelor's degrees in 2004-05, an increase of 4.8 percent since 1996-97 and a decrease of 2.6 percent compared to last year. Increasing undergraduate enrollments over the last several years suggest bachelor's degree completions will rise again in the next year or two.	Q3. Increases in degree production
The average ACT composite score of first-year students increased to 24.6 in fall 2005, compared to a low of 23.8 in fall 2002 and 24.2 in fall 2004. UK ranked 47th on this measure in 2004-05.	Q1. Gauges students' preparation for college
The average high school GPA of first-year students increased to 3.56 in fall 2005, compared to 3.43 in 1997 and 3.53 last year.	Q1. Gauges students' preparation for college
The six-year graduation rate fell to 59.6 in 2004 following a record high 61.1 percent in 2003, compared to 48.1 percent in 1997. UK ranked 51st on this measure in 2004.	Q3. Gauges student success in obtaining degrees
Doctoral degree production reached a record high in 2004-05, as UK awarded 276 doctorates, compared to 240 in 1996-97. In 2003-04, UK awarded 233 doctorates and ranked 44th among similar institutions. Ranking data are not yet available for 2004-05.	Q3/Q5. Increases degree production and supports research mission
UK enrolled 224 postdoctoral scholars in fall 2005, compared to 147 in 1997 and a record high of 295 in fall 2004. With 230 postdoctoral appointments in 2002-03, UK ranked 30th among similar institutions.	Q5. Supports increases in research productivity
From 2000 to 2004, UK faculty were cited 42,288 times in publications tracked by Thomson Scientific and published in <i>U.S. University Indicators</i> , a database of counts on papers, cites, and impacts for major U.S. universities across a variety of subject areas, including the humanities. UK ranked 39th on this measure.	Q4/Q5. Scholarly work of faculty indicates quality in teaching, research, and public service
In 2004-05, five UK faculty received awards from a prestigious group of awards tracked by <i>TheCenter</i> for its annual evaluation of the quality of American research universities. In 2003-04, UK faculty received 11 such awards and ranked 32nd on this measure.	Q4/Q5. Scholarly work of faculty indicates quality in teaching, research, and public service
In 2003-04, UK had \$130 million in federal research expenditures (as reported on the NSF survey), compared to \$120 million the previous year. The 2003-04 level represents a 109 percent increase since 1997. In 2001-02, UK ranked 35th in the composite score model, with \$100.4 million in federal research expenditures.	Q5. Research and development expenditures drive innovation and economic development
In 2003-04, UK had \$168 million in nonfederal research expenditures (as reported on the NSF survey), compared to \$152 million the previous year. In 2001-02, UK ranked 23rd with \$135.8 million in nonfederal research expenditures.	Q5. Research and development expenditures drive innovation and economic development

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Q5. Are Kentucky's people, communities, and economy benefiting?

To measure progress toward becoming a top 20 university, UK tracks its composite score, determined by nine measures across four domains, as illustrated in the table below. A retrospective analysis suggests that UK would have ranked about 40th in 1997. Currently, UK's composite score ranks 35th among the 88 public, research-extensive institutions with at least \$20 million in federal research expenditures.

Progress toward Goal 2 of HB 1: UK Progress Toward Becoming a Top 20 Research University

Domain	Measure	Value	Rank	Link to Public Agenda
Undergraduate Education	ACT (2004-05)	24.2	47	Q1. Gauges students' preparation for college
	Six-Year Graduation Rate (2004-05)	60%	51	Q3. Graduating in six years increases likelihood of obtaining degree
	Student-Faculty Ratio (2004-05)	17 to 1	35	Q4. Enhances quality of instruction and student learning
Graduate Education	Doctorates Granted (2003-04)	233	44	Q3. Increases degree production
	Postdoctoral Appointments (2002-03)	230	30	Q4/Q5. Increases student engagement and learning and contributes to economic development
Faculty Recognition	Citations	42,288	39	Q4. Scholarly work of faculty indicates quality in teaching, research, and public service
	Awards	11	32	Q4. Scholarly work of faculty indicates quality in teaching, research, and public service
Research	Federal Expenditures	\$100.4M	35	Q5. Research and development expenditures drive innovation and economic development
	Non-Federal Expenditures	\$135.8M	23	Q5. Research and development expenditures drive innovation and economic development
Total Score			35	

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HB 1 Goal 3

Goal 3: A premier, nationally recognized metropolitan research university at the University of Louisville.

The University of Louisville's mission to become a premier, nationally recognized metropolitan research university was embraced in its 1998 strategic plan, the *Challenge for Excellence*, and continues to be the driving force behind the university's planning efforts. A "balanced scorecard" of key indicators devised in 1999 serves as the management tool to track annual progress on goals, which have been identified through 2008.

The following achievements highlight the University of Louisville's growing national prominence within each area of strategic emphasis. Specific connections to the Public Agenda are noted in the second column.

Progress toward Goal 3 of HB 1	Link to Public Agenda
ACT composite score increased from 23.6 (2004) to 23.9 (2005). The composite in 1999 was 21.5.	Q1. Gauges students' preparation for college
Six-year graduation rate increased from 33.2 percent in 2004 to 36.7 percent in 2005.	Q3. Graduating in six years increases likelihood of obtaining degree
UofL doctoral graduates continue to increase with 112 in 2004-5.	Q3. Increases degree production
<i>US News and World Report</i> ranked UofL's undergraduate business program in the top 7 percent nationally and the entrepreneurship program in the top 20.	Q5. Attracts and produces more human capital to support economic development
A record 17 UofL students received prestigious, national scholarships and awards.	Q4. Indicates quality of instruction and student learning
UofL engineering students were among the top ten in the nation in the most intense automotive design and performance competition.	Q4/Q5. Indicates quality of instruction and student learning as well as enhancing economic development
A team of UofL finance students won the 2005 Student Investment Fund competition.	Q4. Indicates quality of instruction and student learning
The UofL Graduate School received a \$60,000 grant from the Council of Graduate Schools to participate along with 20 other major universities in the PhD completion project.	Q3. Increases degree production
Extramural research and development funding at UofL increased from \$88.5 million to \$119.2 million, including but not limited to: Speed School of Engineering (USDOE \$1.9M, EPSCoR \$900,000, EPA \$1.3M); Arts and Sciences (UKRF \$2.4M); Education (Olin Foundation \$1.3M); Dentistry (CDC \$670,000); Medicine (USDOE \$2.9M, NIH \$16.8M); and Music (World Leadership Center \$95,000).	Q5. Research and development expenditures drive innovation and economic development
UofL received a federal grant of \$22 million to build a BSL3 research laboratory.	Q5. Research and development expenditures drive innovation and economic development
The percentage of UofL students on funded research increased by 54 percent.	Q4. Involving students in research improves student engagement and learning
UofL achieved all eight objectives of the Kentucky Plan, which deals with African American student enrollment and faculty recruitment.	Q3/Q4. Increased enrollment needed to increase degree production; diversity contributes to the quality of the academic experience
UofL engages in more than 1,400 ongoing partnerships with business, government, and civic entities within the community.	Q5. Deals with institutions' responsibility to the well-being of their communities
UofL alumni and friends invested more than \$66 million in university priorities.	Q2. Private fundraising frees up state resources and keeps tuition affordable
UofL achieved accreditation from the Association for the Accreditation of Human Research Protection Programs.	Q4. Indicates quality of instruction and student learning

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HB 1 Goal 4

Goal 4: Regional universities, with at least one (1) nationally recognized program of distinction or one (1) nationally recognized applied research program, working cooperatively with other postsecondary education institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

Goal 4 focuses primarily on two objectives for the six comprehensive universities: the development of at least one nationally recognized program and the promotion of collaborative programs and initiatives that increase Kentuckians' access to postsecondary education.

Programs of Distinction

The Council supports the first goal through Programs of Distinction that enhance each university's academic strengths and bolster the quantity and quality of educational opportunities available in Kentucky. The following chart summarizes the progress the institutions have made toward achieving national prominence in these select areas.

Progress toward Goal 4 of HB 1: Programs of Distinction			
Institution	Program of Distinction	Progress in 2004-05	Link to Public Agenda
EKU	Justice and Safety	<ul style="list-style-type: none"> Received 37 grants totaling \$43.6 M Initiated 7 applied research projects with prospects for commercial application Developed a new Office of Distance Education and Multimedia Services 	Q5/Q3. Research and services promote economic development and community well-being; distance education increases enrollment and access, leading to more degrees
KSU	Aquaculture	<ul style="list-style-type: none"> Received 3 grants totaling \$362,000 Generated nearly \$1M in income from increased production Expanded online curriculum, attracting 62 students from 25 states and 7 countries 	Q5/Q3. Research and services promote economic development; distance education increases enrollment and access, leading to more degrees
MoSU	Regional Analysis and Public Policy	<ul style="list-style-type: none"> Established a dual degree program (BA/MPA) with UK's Martin School for Public Policy, a nationally ranked program Created a new multi-disciplinary program with options in spatial analysis and federalism with the support of federal funds and the Martin School With the Space Science Center, created the Office of Economic Development and Research Outreach to establish a modern telecommunication infrastructure 	Q3/Q5. Increased regional access leads to more enrollment and degrees; telecommunications enhances economic development
MuSU	Telecommunications Systems Management	<ul style="list-style-type: none"> Increased enrollment by 12 percent Launched an online BS degree Received grants totaling \$540,000 Sponsored the third national conference in the field and formed a national organization and advisory board 	Q3/Q5. Increased enrollment and access lead to more degrees; telecommunications enhances economic development
NKU	Integrated Natural Science and Mathematics	<ul style="list-style-type: none"> Doubled the number of P-12 students and teachers served Faculty presented 16 conference papers and published 18 articles, while students presented 12 conference papers Collaborated with other agencies and businesses—including Toyota, the Northern Kentucky Chamber of Commerce, TRI ED and iSPACE—on 16 initiatives to assist P-12 schools 	Q1/Q4. Outreach to P-12 increases preparation for college; scholarly work enhances quality of instruction and student learning
WKU	21 st Century Media	<ul style="list-style-type: none"> The photojournalism program swept first place in every round in Hearst competitions and was named overall champion for the fourteenth time in 16 years Received a \$100,000 grant from the Knight Foundation to develop an online module on photojournalism, in partnership with the National Press Photographers Association, the Poynter Institute, and News University 	Q4/Q3. Student excellence indicates quality of learning; distance education increases enrollment and access, leading to more degrees
WKU	Applied Research and Technology	<ul style="list-style-type: none"> 168 professional articles / proceedings accepted for publication 195 papers or panels presented at local, regional, and national conferences and competitions 547 faculty, staff, and students involved in collaborative research, teaching, and outreach 39 documented collaborations with K-12 	Q1/Q4. Outreach to K-12 improves preparation for college; scholarly work enhances quality of instruction and student learning

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Collaboration with other institutions

The comprehensive institutions cooperate with a wide variety of educational, economic, and community partners to further economic development and quality of life in their service regions. Additionally, they collaborate with other public and independent postsecondary institutions to increase access to academic programs and services, as directed by HB 1. A more complete discussion of these initiatives can be obtained upon request; the major, statewide collaborative initiatives are summarized below.

Progress toward Goal 4 of HB 1: Collaboration with other institutions

Collaborative Initiative	Participating Institutions	Progress	Link to Public Agenda
Statewide 2 + 2, General Education, and other transfer agreements , which enable technical, general education, and other associate-level courses to transfer to related bachelor degree programs.	KCTCS and the 8 public universities	45 agreements finalized to date	Q3. Smoother transfers lead to increased degree production
KBRIN , a consortium of state and independent institutions focused on building the state's infrastructure for biomedical research.	8 public and 5 independent universities	Received a 5-year award in 2004 to fund independent biomedical research proposals from junior faculty at Morehead, NKU, WKU, and EKU	Q5. Enhances economic development
The Statewide Engineering Strategy , a partnership to offer joint bachelor's degrees in mechanical, civil, electrical, and telecommunications engineering.	UK, UofL, WKU, MuSU	Since 2003-04, 58 bachelor's degrees have been awarded	Q3/Q5. Increases degree production and intellectual capital for economic development
Appalachian Math and Science Partnership Grant , a five-year, \$22 million National Science Foundation initiative.	UK, KCTCS, and the other public universities	In 2005, professional development programs served 246 elementary, 170 middle and high school, and 74 pre-service teachers	Q1. Improves preparation of K-12 students for college
University Center of the Mountains , a partnership to provide citizens of southeast Kentucky direct access to four-year postsecondary opportunities.	KCTCS, Hazard Community and Technical College, ECU, MoSU, Lindsey Wilson College	UCM enrollment has grown to approximately 300 students in 15 degree programs	Q3. Improves access and enrollment, which leads to more degrees
Statewide Public Health Initiative , an initiative to create online, modularized public health curricula that can be accessed by graduate students, nursing and allied health students and professionals, and public health employees.	UK, UofL, ECU, WKU	UK was accredited by the Council on Education for Public Health in fall 2005; WKU's accreditation was extended; and UofL and ECU are midway through the process.	Q3/Q5. Leads to more degree production and produces intellectual capital for the workforce
Kentucky State University and Bluegrass Community and Technical College Agreement , for the purpose of developing and promoting a program of studies in business by combining courses taken at the BCTC with the business bachelor's degree program at KSU	Kentucky State University and Bluegrass Community and Technical College	Agreement signed by both institutions November 9, 2005	Q3. Smoother transfers lead to increased degree production
Educational Leadership Redesign Initiative , an effort to develop a new generation of school leaders through redesigned programs that more effectively address the evolving and emerging issues of curriculum, delivery, assessment, and administration.	Seven public and three independent universities	Recommendations to revise principal preparation approved by State Action Education Leadership Project	Q1. Improves K-12 instruction, thereby improving preparation for college
Kentucky Postsecondary Education Network (KPEN) , a collaboration of all state-supported institutions in a high-speed network specifically designed for postsecondary education applications.	UK, KCTCS, and the other public universities	Internet access for 200,633 students and 25,790 faculty, resulting in cost savings	Q2. Allows universities to reallocate resources and control costs

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HB 1 Goal 5

Goal 5: A comprehensive community and technical college system with a mission that assures, in conjunction with other postsecondary institutions, access throughout the Commonwealth to a two-year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens.

In 1997, HB 1 consolidated the University of Kentucky Community College System and the technical schools administered by the Workforce Development Cabinet to create the new Kentucky Community and Technical College System. Encompassing 16 districts and 65 locations across the state, KCTCS serves as the primary entry point into postsecondary education for thousands of traditional and nontraditional students seeking to improve their preparation for postsecondary study, transfer general education requirements to a public four-year university, or gain workforce or employability skills. Organizational changes are underway at KCTCS to further unify the system and facilitate the efficient delivery of

educational services. In 2004-05, KCTCS made significant progress toward the consolidation and single accreditation of its community and technical colleges with the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS approved the consolidation of Jefferson Community College and Jefferson Technical College, as well as Maysville Community College and Rowan Technical College. Lexington Community College joined the Kentucky Community and Technical College System July 1, 2004, a transition that furthered the KCTCS commitment to statewide access. The consolidation of Lexington Community College and Central Kentucky Technical College currently is pending SACS approval.

Assuring Statewide Access

KCTCS and the Council track indicators that capture the system's progress in increasing educational attainment in the Commonwealth and access to postsecondary education. KCTCS especially is committed to serving place-bound, nontraditional, and adult students, as well as students in need of remediation for academic purposes or personal enrichment.

Progress toward Goal 5 of HB 1: Assuring Statewide Access	Link to Public Agenda
KCTCS enrollment rose from 81,990 in fall 2004 to 84,931 in fall 2005, an increase of 3.6 percent. KCTCS enrollment has increased 64 percent since 1998.	Q3. Increased enrollment is needed to increase degree production
During fall 2004, over 28,000 KCTCS students enrolled in online and blended distance education courses, an increase of 113 percent over the previous year.	Q3. Distance education increases enrollment and access, leading to more degrees
Between fall 2003 and fall 2004, minority students as a percentage of KCTCS enrollment increased from 8.4 percent to 9.3 percent.	Q3. Increased minority access leads to increased degree production and closing of achievement gaps
During 2004-05, 21,399 KCTCS students enrolled in one or more remedial/developmental courses.	Q1. Developmental coursework increases preparation for and success in college
KCTCS partnered with Kentucky Adult Education to provide adult education services to developmental education students who are co-enrolled in KCTCS and KYAE.	Q1/Q3. Improving the skills of adult education students feeds the postsecondary pipelines and leads to more degrees
KCTCS and KYAE participated in a study conducted for the U.S. Department of Education by Berkley Policy Associates on the transition of adult learners from adult basic education to community and technical colleges.	Q3. Smoother transitions increase the likelihood of persisting to degree completion
KCTCS collaborated with the Governor's Americans with Disabilities Act (ADA) Taskforce on Postsecondary Education, the Council, the Office of the Kentucky ADA Coordinators, and Eastern Kentucky University in building awareness and understanding of accessibility issues, resources, and policy for postsecondary education.	Q3. Increased access leads to increases in enrollments and degrees

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Facilitating Student Transfer

KCTCS continues to work hand-in-hand with the Council to improve the transferability of credit from two-year to four-year institutions. A statewide committee is in place to address ongoing issues related to course articulation and transfer of credit. The committee has improved the transfer process through such initiatives as completer and 2 + 2 agreements (which enable students to transfer technical or associate-level credits to bachelor's degree programs), the statewide general education transfer policy, and the Course Applicability System, an online transfer planning system. Highlights in 2004-05 are summarized in the chart below.

Progress toward Goal 5 of HB 1: Statewide Transfer	Link to Public Agenda
The number of KCTCS students transferring to four-year Kentucky institutions increased by nearly 10 percent, to 3,239 in 2004, as reported by the Council.	Q3. Transfer leads to more baccalaureate degree production
KCTCS and the Council administered the Community and Technical College Student Survey in October 2004, which investigated students' academic intentions and perceived barriers to meeting higher education goals, including students' plans for and attitudes toward transfer.	Q3. Enables the creation of plans that remove barriers to transfer and lead to more baccalaureate degree production

Training Kentucky's Workforce

KCTCS has made progress on a range of community and economic development indicators, as summarized in the chart below.

Progress toward Goal 5 of HB 1: Training Kentucky's Workforce	Link to Public Agenda
Increased workforce enrollment (credit and non-credit) from 30,994 in 2003-04 to 36,921 in 2004-05 (a 19 percent increase).	Q5. A trained workforce enhances economic development
Increased employment assessments by 10 percent, from 78,103 in 2003-04 to 85,637 in 2004-05.	Q5. A trained workforce enhances economic development
Provided personal enrichment opportunities through community education to 29,589 Kentuckians.	Q5. Personal enrichment enhances Kentuckians' quality of life
Renewed the contract for the Ready-to-Work collaboration with the Kentucky Cabinet for Health and Family Services for the eighth straight year. Through RTW programs, KCTCS delivered an array of support and case management services to 2,249 low-income parents attending KCTCS colleges or Adult Basic Education programs throughout Kentucky.	Q1/Q5. Support services for at-risk, adult students increases their chance for success and benefits the workforce and society
Continued development of visualization and assessment technologies by presenting a national Web cast March 31, 2005, through the National Center for Career and Technical Education, and hosting a national training workshop April 26-28, 2005.	Q5. Technology enhancements increase economic development opportunities
Increased educational and job opportunities for adult learners through collaboration with the Kentucky Virtual University and business and industry partners to deliver the Kentucky Manufacturing Skills Standards online.	Q5. Increases opportunities for employment benefits the workforce and society
Hosted an automotive industry conference April 14, 2005, using the National Science Foundation-funded Auto Workforce Collaborative Planning Grant.	Q5. Enhances economic competitiveness
Established a joint Industry-based Modular and Accessible Credentials (IMAC) project in spring 2005. IMAC will provide a comprehensive training program that will award college credit to company employees and document the skills of Kentucky's incumbent workers.	Q5. A trained workforce enhances economic development
Funded 69 projects that served 16,612 individuals through the Kentucky Workforce Investment Network System (KY WINS).	Q5. A trained workforce enhances economic development
Received funding for 30 Workforce Alliance projects, reflecting a financial commitment from KYAE of \$300,000.	Q5. A trained workforce enhances economic development
Awarded Kentucky Employability Certificates to 1,889 individuals.	Q5/Q3: Increases opportunities for employment benefits the workforce and society and produces more certificates
Served as a primary partner in a statewide database initiative, e3KY (KyExCeL), designed to capture workforce credentials statewide and provide an opportunity to connect businesses with individuals with specific skill sets.	Q5. Increases opportunities for employment benefits the workforce and society
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